



ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Status Report on Negotiations for Expanding CIA-Kennedy School Academic Relations

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FROM:

EXTENSION

NO.

OTE 86-6701

DATE

2 OCT RECD

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WHL

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5. I have briefly discussed with Helgersen (who has action for DDI) and Gates. It's O.K.

Hold for DDA

DDA REGISTRY
FILE: 18-3

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OTE 6701 86

2 September 1986

MEMORANDUM FOR THE RECORD

SUBJECT: Status Report on Negotiations for Expanding
CIA-Kennedy School Academic Relations

1. Negotiations to expand CIA academic relations with the John F. Kennedy School of Government stem from an initiative by the DDCI during his visit to Harvard University in February 1986. Professor Ernest May of Kennedy School then proposed three new programs in a 13 June letter to the DDCI. [REDACTED], Office of Training and Education, has held several discussions with the Kennedy School faculty, which have produced the Outlines of Tentative Agreements reported in sections I-III, below. The "Comments" reported on these Agreements are for CIA-Internal Use Only.

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2. The three proposed new programs would be included in an omnibus contract and would reinforce one another toward the general goal of increasing the knowledge and skills of CIA personnel regarding effective support of the policymaking process.

3. Section IV of this memorandum addresses some general considerations concerning the proposed omnibus contract.

I. A COURSE ON INTELLIGENCE AND DECISIONMAKING

A. OUTLINE OF TENTATIVE AGREEMENT

1. Kennedy School will develop a five to eight day course for CIA personnel, to be conducted twice a year at Cambridge. The first running is tentatively scheduled for the Spring of 1987.

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2. Initially, the course will be based on off-the-shelf case studies that have either intelligence content or "lessons" applicable to a governmental organization that trades in expert knowledge and analysis in support of policy decisionmaking. These could include an Iran case study and cases on Soviet economic and military developments as well as on oil price and supply projections.

3. Over time, fresh, intelligence-specific cases will be developed for use in this and other Kennedy School programs under the contract for case studies outlined below.

4. Each course will be conducted for twelve to twenty students -- primarily Directorate of Intelligence branch and deputy division chiefs, as well as relatively new division chiefs and fast-rising senior analysts.

5. CIA will provide general guidance on the objectives for the course, and an assessment of what the prospective students are judged to do well and poorly regarding the course agenda and methodology.

B. COMMENTS

1. Aiming the course at the DI audience indicated in no. 4 above, will support the DDCI's goal of using the Kennedy School program to supplement the rotational tours of duty in policy organizations required of candidates for the post of division chief.

2. The flexible number of students per course running will allow for participation on a selective basis by other CIA Directorates and by other intelligence agencies.

3. Regarding no. 5 above, while Kennedy School already has experience in conducting programs for DOD, State and other agencies, its faculty probably knows less about CIA than about other parts of the government. Thus, to assure the relevance and effectiveness of the course, CIA managers probably should hold a series of exchanges with Kennedy School people before the first running.

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II. INTELLIGENCE CASE STUDIES

A. OUTLINE OF TENTATIVE AGREEMENT

1. Kennedy School will be funded to develop intelligence-specific case studies in decisionmaking, providing the equivalent of half the time of two faculty members for two years each.
2. The case studies will be unclassified and will be used in various Kennedy School programs, including the course on Intelligence and Decisionmaking outlined above. CIA will conduct a review for classification before publication. And CIA may add classified annexes to the studies for use in its own training courses.
3. Priority will be given to cases already well documented except for the intelligence angle. These could include the Iran Revolution; the 1967 and 1973 Middle East wars; and Soviet strategic, general economic, and energy developments.
4. CIA will provide assistance for the development of the case studies. This assistance could include general guidance in obtaining access to declassified intelligence materials; good offices for conducting selective interviews and questionnaires; and, where appropriate, unclassified essays based on CIA courses that treat the selected cases.

B. COMMENTS

1. Because of the standards of quality and thoroughness Kennedy School people will set for their case studies, CIA probably should attempt to speed the process via the guidance and assistance indicated in nos. 3 and 4 above.
2. While some interviews are probably desirable, written questionnaires and informal essays have the advantage of allowing for prior review for classification.

III. AN INTELLIGENCE-POLICY-ACADEMIC STUDY GROUP

A. OUTLINE OF TENTATIVE AGREEMENT

1. CIA will fund Kennedy School arrangement of a study group or "ongoing seminar." involving participants from the intelligence, policy, and academic communities.

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2. The forum will meet alternately in Washington and Cambridge for unclassified discussions of case studies and of recurring challenges to effective intelligence-policy relations. The latter could include such topics as the roles of warning, competitive analysis, and multiple projections in intelligence support of the policymaking process.

B. COMMENTS

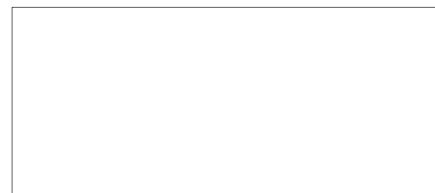
The idea of general discussion topics was added to Professor May's original concept, to bring the study group on board earlier than would be possible by treating only the aforementioned intelligence-specific case studies.

IV. GENERAL CONSIDERATIONS

1. Kennedy School wishes to model expanded academic relations with CIA after its arrangement with the Department of Defense. It would prefer an omnibus contract to include the three new programs and also the funding of an expansion of CIA participation in its other programs.

2. The latter programs, in addition to the established mid-career and executive level programs, would include relatively new courses on the history of intelligence and on assessing foreign governments.

3. The Deputy Director for Administration seeks to expand external training generally, and this could include the increase in CIA participation that Kennedy School seeks (from a total of five or six to a total of "about a dozen" students per year). Thus, CIA has agreed to explore the feasibility of including the funding of participants in all Kennedy School programs in the omnibus contract.



Director
of
Training and Education

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